

A MANUAL FOR TEACHERS OF CIVICS IN THE UPPER GRAMMAR GRADES, JUNIOR HIGH SCHOOLS, AND CONTINUATION SCHOOLS

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TEACHERS' MANUAL

Wanted, by Our Boys and Girls—An Appetite.

"Our schools are providing plenty of food," says a well-known educator. *"What our boys and girls need now is an appetite."*

When our appetite for food is poor, we take exercise. Sometimes the exercise is play; sometimes it is useful work. When our appetite for facts is poor, the mind may be in need of exercise. We cannot go on cramming our jaded memories indefinitely with facts; if we are going to have an appetite for more we need to be constantly using what we have already swallowed.

Text books are used in school to supply facts. They or the teacher must also supply exercise to use the facts already learned and to create an appetite for more facts.

Three Contributions the Text Book in Civics Should Make in Order to Supply the Exercise Needed to Create the Appetite.

Civics is learning to do one's part in the community. It may seem strange that a text book should be needed for that. The only excuse for using one at all is that it may save the time of the teacher and pupil. It can do this by giving in the first place, those absolutely essential facts which pupil and teacher cannot obtain in a more beneficial way or without great waste of time and energy. In the second place; it can contain enough source material, such as newspaper extracts, city ordinances, etc., to show the pupil the sort of thing from which he must obtain his information after he leaves school,

when he has no teacher at hand to suggest to him how to use it or judge its value. In the third place, and most important of all, it must contain the questions and suggestions which make him use the facts he finds in the books and elsewhere, and which make him feel the need for learning more. These questions and suggestions must show him how to get his facts not from just one book, but from many books, from newspapers, from the streets, from his home, from people. Just as a physician is expected to treat us so that we can get along without his continual services, so a civics text is expected to start us in real community life so that we may get along without its services. It must keep itself in the background and the life of the community in the foreground.

I. The authors have tried to make their book do just that. They have put into it, first, those absolutely essential facts which the pupil and the busy teacher cannot easily obtain elsewhere. The great movements of European civilization and the contributions to civilization by neighboring states and by the United States as a whole, a knowledge of which is necessary to-day to any fair study of our own conditions, are good examples. It would take years of study for the teacher to dig out some of these facts and the rural school teacher especially does not have the material at hand. Yet we realize that to study the government of the American city, state, and nation without studying the government of other cities, states, and nations, is as futile as to try to build an airship without studying those already built.

Suppose somebody presented an airship to a school, saying "I wish to turn this over to the pupils. I want them to learn to run it and to improve it." Would the teacher be satisfied with having the pupils make lists of its parts in their notebooks and memorize those lists? Or would teacher and pupils scour the country for information about other airships, the principles upon which airships are built, the reasons for the failure of certain attempts at improvements, and the reasons for the success of others?

Each generation turns over a complicated piece of machinery—an organized community—to the next generation to

manage and to improve. How has it been preparing the next generation for its work? Chiefly by having it memorize the names and number of its parts—President, Congress, Supreme, Circuit and District Courts, Mayor, prosecuting attorney, etc. Of the other great governments in other parts of the world, of their experiences, their successes and failures, of their principles and practice, of their organization, they know almost nothing. If in everything as in government we followed this American tendency to build without consulting the experience of others, to learn everything by experience when there are numerous examples, how much progress would we make in science, in invention, in industry?

A text book in Civics may supply information about the home community, the state, and the nation, and leave the teacher to supply the background and work out relationships. This is scarcely fair to the teacher, for it is just this background which the inexperienced and youthful teacher has not had time to acquire and which most teachers have neither the time nor facilities for obtaining.

The authors of this book have therefore tried to supply as much of this background as they feel is necessary. They have tried to make it so simple that the pupil or teacher who knows nothing about history will be able to grasp the idea—but they have not tried to make it appear that they are giving the complete story. The story is never complete. They hope merely that the pupils will be sufficiently stimulated and interested to go on reading newspapers and magazines, talking with all sorts of people, observing and working in organizations in order to watch and aid in the development of the story. As to the information regarding the local community, state and nation, the authors have put only as much of that into their own words as they feel that the pupils can not obtain better from other sources.

II. The second feature of the book is *the source, or document material*. There is enough of this to acquaint the pupils with some of the different kinds of things from which they will have to form their judgments after they leave school. Those given here are not presented as model documents, but

as human documents, the same sort of material with which men and women have to deal every day—constitutions, city ordinances, vital statistics, safety suggestions, party platforms, etc. This material in the book, as well as the great wealth of similar material outside, is in itself, of little value. The critical study, however, of the few selections given here, according to the questions and suggestions, will develop in the pupil the habit of studying critically all such material.

III. *The questions and suggestions*, the most important part of the book, may be classified on the basis of their purpose. They are—

First. *Questions intended to stimulate critical study of the text in order to see what it means.* That is, they are the questions for which either the text or the appendix contains the answer; e. g., What is civilization?

Second. *Questions intended to give the pupils an opportunity to display the information they already have.* Nobody likes to be compelled to study facts he already knows and to recite these facts as if they were new. Class work is stupid for the bright and well informed pupil unless he is given an opportunity to show his extra information.

Some of these facts are given later in the book, and the teacher, who will of course have read the entire book before beginning to teach it, will have obtained them there if she did not know before. For example, Chapter IV, question 2, asks "How does the American House of Representatives differ from the English House of Commons?" Most of the pupils know enough about the House of Representatives to enjoy answering this without reference to the book, but the information is in the book in a later chapter on the Federal Government, and in the United States Constitution,

Some of these facts are not given anywhere in the book; e. g., Chapter I, question 4, says, "Give examples of people in each of the other stages of civilization." This gives teacher and pupils a chance to test themselves and their general knowledge. We need such questions occasionally. They give opportunity for interesting speculation.

Third. *Questions intended to stimulate reflection; e. g.,* Are you civilized? Prove it.

Fourth. *Questions intended to stimulate a search for outside information.*

a. Through outside reading; e. g., Who is the prime minister of England?

b. Through observation; e. g., What things are done to make your school room sanitary?

c. Through inquiry, conversation with the family or acquaintances; e. g., What provisions are made for the care of sick, the aged, and orphan children in your community?

(1) By the community? (2) By private agencies?

Such questions as these carry the school into the home and lead to the acquisition of the habit of talking over public affairs with the family and friends—a habit which is a much more useful one after school days than is the text book habit.

Fifth. *Questions intended to inspire action; constructive suggestions; e. g.,* Make a budget exhibit showing the expense of running your school room and the benefits derived from it.

Question and Suggestion Analysis.

For the benefit of the teacher inexperienced in the teaching of civics the questions are taken up chapter by chapter and classified on the basis just described. In some cases a possible method of handling them is suggested and references are given for further study. But the teacher will not lose sight of the fact that these are not formal questions demanding cut-and-dried answers, but merely suggestions of topics for discussion by pupils and teacher, and that a dogmatic presentation of the subject, and a requirement of certain stock answers to questions intended to stimulate thought will defeat entirely the purpose of this book. It is not so much the *knowing* a particular answer as the *trying* to work out an answer which makes the good citizen.

CHAPTER I.

Question 1. Answered on page 2 of the text. Its object is to insure that the pupils read the text carefully

and critically. They should be required to formulate a definite statement, such as "Civilization is the progress which the human race has taken in learning to live together." Pupils may be asked to make other definitions of their own. Let them criticise these and the book definition.

2. Stimulates reflection. Pupils will see from the answer to question that civilization is a relative thing, that one can always become more civilized; that different races take different steps. Might take up here the different steps taken by European and American countries; e. g., we have learned to exchange produce instead of producing all we need; to make steam and electricity work for us, etc.
3. Answered partly on pages 2 and 3. (States grow larger, more and more of the citizens desire to take part in government, etc.) Pupils may be asked for others.
4. Stimulates reflection. Pupil may draw upon history for examples of the family stage. (Abraham and his family wandering from place to place with their flocks and herds and tents.) Mention of the clan stage may lead to a discussion of the feuds between clans in some of our own states, with the clan taking the law into its hands and lapsing from the nation stage which the community at large has reached. Most of the American Indians were in the tribal stage; others, among them those of Mexico and Peru had reached the city stage. The Athenians of the time of Pericles and the Spartans of the same time were in the city stage. The ancient Greeks, in fact, though many of the cities tried hard to organize the others through conquest into a nation, never were able to form a nation.

- 5, 6, 7, 8 and 9. To stimulate reflection, and give opportunity to show information.
For answers to 6 and 7 see also answers to 1 and 2 of Chapter II.

CHAPTER II.

- Question 1 and the first part of 2 are intended to give the pupil an opportunity to show outside information.
1. Representative government in some form or other is practically universal. Have pupils name countries, however, until they have named them all and discover this for themselves.
 - 1 and 2. If pupils do not know the answers to questions 1 and 2 of this chapter and 6 and 7 of chapter I, have them look up in the dictionary definitions of monarchy, oligarchy, democracy and republic. The government of England is sometimes described as a democratic, republican monarchy. Have the pupils explain what is meant by that. Have them describe the governments of the Netherlands, Belgium, Germany, Austro-Hungary, Italy, France, Switzerland, Canada, Mexico, Australia, Norway, Sweden, Denmark, the United States and other countries according to the definitions of monarchy, oligarchy, democracy and republic. Their geographies will give them facts about the government of these countries sufficient to serve as a basis for these definitions. 3, 4, 5, 6, 7 and part of 8 are answered in this Chapter.
- 9 and 10 stimulate reflection.

CHAPTER III.

- Questions 1 to 10 answered in book, either in previous or later chapters; for example, question 8, "What laws have we which would not have been passed

if workingmen had not had the vote?", is not answered directly anywhere; but the book contains sufficient information upon which to base the answer. The pupil is given an opportunity to show his outside knowledge and his powers of observation and reflection, and the teacher, having read later chapters dealing with minimum wage, workmen's compensation, housing, etc., can guide the child to the answer.

The second part of question 1 gives the pupil an opportunity to show how well he follows modern scientific inventions. Most of these questions would be good subjects for written compositions. 2, 3, 4, and 7 are especially good. 7 gives the girls an opportunity to tell why they want to vote, and brings in the suffrage questions again. Refer to the status of woman suffrage in the world. The status of woman suffrage throughout the world is kept up to date in the various annual almanacs, such as: World Almanac, New International Year Book, etc. The following is from the World Almanac, 1916, p. 710:

Woman Suffrage. "In the United States women possess suffrage upon equal terms with men at all elections in Wyoming, established in 1869; in Colorado, in 1893; in Utah, in 1896; in Idaho, in 1896; in Washington, in 1910; in California, in 1911; in Arizona, Kansas, and Oregon, in 1912; and in Nevada and Montana, in 1914. During 1913 the Territorial Legislature of Alaska granted full suffrage to women and the State Legislature of Illinois extended all the franchise rights within its power to bestow, namely, for all the offices not created by the State Constitution.

Women have school suffrage in Connecticut, Delaware, Kentucky, Massachusetts, Michigan,

Minnesota, Mississippi, Nebraska, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Ohio, Oklahoma, South Dakota, Vermont, Wisconsin, and Alaska. In Iowa women may vote at all school or municipal elections upon any proposition to vote bonds or increase the tax levies.

Abroad, women have full parliamentary suffrage in Australia, New Zealand, The Isle of Man, Finland, Norway, Denmark, and Iceland. They have municipal suffrage on the same terms as men throughout the British Isles and in Sweden, and a certain measure of municipal franchise rights in nine of the provinces of Canada, and in the cities of Belize in British Honduras, Rangoon in Burmah, and Baroda and Bombay in British India. In certain districts of Austria, Germany, Hungary and Russia, women who own property are allowed to cast their votes on various communal matters either in their own persons or through proxies. In Belgium, Bulgaria, France, Italy, the Netherlands, Roumania, and Switzerland women have no political rights whatever, but are permitted to vote for certain administrative board—educational, philanthropic, correctional or industrial."

11. Calls for pupil's outside information. Most factories and many other businesses, are owned by many persons. These persons are called stockholders. The employees usually do not own stock. If they receive a share of the profits, the concern is called a "profit sharing" concern. The Ford automobile plant is one of these. Have a pupil look up the Ford System. If there is a Public Library near, use the magazine index to find articles on profit sharing.

If the employees own all the stock in a corporation, the enterprise is co-operative. This

would be an unusual type of co-operative enterprise. Co-operative organizations are usually made up of consumers as are co-operative stores and associations of farmers to buy seed, etc.; or they are organizations of producers, such as fruit and grain producers' marketing associations. An association may be co-operative even though not a single one of its employees is a member. There are probably a number of co-operative organizations in your neighborhood; a farmers' telephone line, perhaps a co-operative bank through which the members lend to one another, or a cheese factory. If there are no others your township, town (New England), county, village or city is itself a co-operative enterprise. It is organized to perform certain services for the community; all those who are served by it are members of it and share equally in its benefits, and each man has one vote regardless of the amount he invests in business in the form of taxes. This last characteristic corresponds to the one man, one vote scheme which is essential to every true co-operative enterprise, in order that a few of the larger stockholders may not get control of the management, as they may in the ordinary corporation. (See organization of the private corporation, p. 30 of text.)

CHAPTER IV.

Questions 1 and 2 answered in book. 2 put here as well as later to give pupils opportunity to show what they know. If none of them can answer off-hand, they may be referred to Chapter XI and to the U. S. Constitution (Appendix, p. 197). The differences between our system and the responsible ministry system (sometimes called the parliamentary system) are so fundamental

that they cannot be too often discussed. Have the pupils watch some magazine which gives current events, and discuss in class every item which they find relating to the systems of England and other European countries.

- 3, 4, and 8 stimulate reflection. Papers and debates might be based upon 3 and 4.
- 5 and 6. See year book (World or other Almanac).
5. Herbert Asquith has been prime minister of England since 1908. We have no official who corresponds exactly to him. He is the member of Parliament whom the party in power in the House of Commons accepts as its leader and permits the king to appoint to administer the laws passed by Parliament. Our president is the official whose duties correspond to those of the prime minister, but he is elected by the people of the country to carry out the laws passed by the representatives whom they have elected to pass them. Thus the department of our government which carries out the laws is not connected directly with the part which makes the laws, while the official in England who carries out the laws is responsible to the body which passes them and is actually a member of that body.
6. The Liberal Party is still in power. It does not actually have a majority of the members of the House of Commons, but with the aid of the Labor Party and the Irish Nationalists they have been able to outvote the Conservatives for ten years.
7. Pupils know this.

CHAPTER V.

- 1 and 2. Examples of the services of the city are water supply and sewage removal; services of the state, weights and measures and factory inspec-

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tion; services of the U. S., meat inspection and mail carrying.

The pupil will be able to work out the others.

CHAPTER VI.

Pupils will enjoy organizing under the council, commission and city manager plans, electing and recalling officials, initiating measures, and demanding referenda on various measures.

Question 1-10, 13-15. Require inquiry, observation, and reflection. They are meant to give pupils an opportunity to get into touch with people outside. Experience in such work guided by the teacher and by the questions given here is probably more valuable as training for citizenship than any other kind of work required by this book. Inquiry, observation and reflection are the methods which the voter must use in determining what he wants to do and how to do it. He will not have a text book at hand with the facts written out for him to use. He will have to learn by talking with people and by thinking. He should form the habit while he is in the school.

Not every pupil in class needs to work out every question in detail. Different pupils may take different questions and report on them. In giving their reports, pupils should give their experience in seeking information, so that they may all become familiar with the difficulties and methods of learning conditions in their community.

11. The basis for the answer to this is in the book. Stimulates reflection.

17-22. Give an opportunity for reflection and constructive planning. May inspire to action.

CHAPTER VII.

Chapter VII., pages 44, 45, and 46, should be studied with open book in recitation.

Questions 1, 2, 6, 7, 9, 10, 12, 14, 15, 16, and 17 call for the same sort of inquiry and study for which the questions of the previous chapter called.

3, 4, 5, 8, and 13 call for reflection followed by discussion and debate.

9. Calls the attention of the pupil to the difference between the financial policy of American and of foreign cities.

11. Answer found by reflection upon text.

18. Calls for action—for constructive work.

CHAPTER VIII.

Questions 1 and 2. See encyclopedia and magazine index. Debate the question, "Resolved that the service to the world of Robert Koch (or Louis Pasteur) was greater than that of Benjamin Franklin (or Thomas A. Edison) or some other for whose services we have an admiration.

2-13. Stimulate observation, reflection, and action.

14-25. Are to be answered by a study of ordinances in appendix and by inquiry into home conditions. Inquiry is easy because these ordinances suggest the features to be looked for in the corresponding regulations of your own community.

26-31, and 33 are for reflection.

32. Requires inquiry into community conditions. The parents of pupils will be engaged in regulated industries, or will know of such industries, as transportation, meat packing, baking, the barber trade and plumbing. Have a contest among the pupils to find the greatest number of regulated industries, and have them give a brief description of the regulating provisions.

MANUAL FOR**CHAPTER IX.**

No dogmatic answers can be given to any of these questions except 7, part of which can be answered from the encyclopedia. All the others are intended to stimulate inquiry, reflection, and action upon the problems of the community.

CHAPTER X.

Question 1. Can be answered by a study of the state constitution and by inquiry and reflection in connection with the text of this chapter. A few suggestions of things which may not be easily found are made on certain parts of it.

Suppose that you want a bill to abolish capital punishment introduced in the Legislature of your State. The only way it can be done is through some member. You ask the senator or assemblyman from your district to introduce it. If he wants to stand for the principle of it, and work for it, he introduces it as his bill. If he is not enthusiastic about it, he introduces it as "by request." The mechanical processes of printing, etc., are not important. The bill, when it is read by title before the Assembly (or Senate) is referred to a committee. Each house is organized into committees for the consideration of various subjects, and every member of the house is a member of some committee—for example, of the Judiciary committee, the Education committee. The speaker of the house decides to which committee each bill should be referred. The committee gives an opportunity for non-members of the legislature to speak before it on bills in which they are interested. These committee hearings are often very interesting and exciting affairs, as when much debated questions such as Mothers' Pensions, or Woman Suffrage are up for consideration.

After the committee has heard those who present themselves for and against the bill they report the bill back to the house, with recommendations for or against adoption. It is placed on the calendar for third reading (in those states in which it is read by title twice in succession on introduction). When the time for consideration comes, only members can

speak before the house on the bill, unless the whole house decides to become a committee on the bill and give a hearing to outsiders. When there is no more debate the members vote on the bill. If a majority of those voting favor it, it is sent to the other house, where it goes through the same process of assignment to committee, committee hearing, debate in the house, and final vote. If it passes and receives the governor's signature, it becomes a law. If the governor vetoes it, it does not become a law unless passed over the governor's veto. (In several States the governor has no veto power.)

Questions 2, 3, 4, 5, 7, and 8 are for inquiry and reflection.

Question 6 is answered in the appendix.

CHAPTER XI.

Local Government. Local government has not been treated in detail in the text. The distinctions between systems of the New England states, where the town performs many functions, and the county few; the southern and western states, where the county performs many functions and the town few; and the states of the central and middle west where the county and town (or township, as it is called), divide the functions more evenly, we cannot draw here. The teacher should read the chapters on local government in Bryce's *American Commonwealth* (v. 1, chapters 48 and 49); Fiske's *Civil Government*, or similar texts. All our American histories discuss the reasons for the difference, and since these are accessible to all the pupils, it is not worth our while to insert the story here. Pupils should, however, review this subject from their histories.

The details of local administration they should work out for themselves through observation, inquiry and discussion with their families. The results of their study can be brought out in discussion. Questions such as the following will help:

1. Of what local units of government other than the city and subordinate to the state are you a member? Name them in the order of their size.

2. Which of these units performs the following functions:
 - a. Assesses and collects taxes?
 - b. Enforces state laws? (Arrests supposed violators, tries them, and punishes them if found guilty?)
 - c. Issues marriage licenses?
 - d. Registers deeds?
 - e. Controls the schools? (Levies tax, builds, equips and maintains schools, employs teachers, selects text books, etc.)
 - f. Builds and cares for roads?
 - g. Cares for dependent children and old people, blind, deaf, and sick?
3. Through what officers is each of these functions performed? How are they selected?
4. Make a list of all your town (township) officers and their duties. Which organization has most powers, your town (township) or county?
5. Which of these officers are purely administrative? Which exercise law making power? Would you care to hold any of these offices? What training is needed for each? Could any of them be placed to good advantage under a permanent civil service?

Questions 1, 2, 3, and 5 are answered by reference to the constitution.

4. See geography if present information does not supply it.
6. Question for inquiry. The part concerning senators is part of 5. The rest can be found by inquiry and by reference to annual almanacs.
7. For inquiry in family and neighborhood. Object to excite interest in the community on the subject.
8. The Congressional Record. The representative from your district or one of your senators, may be able to provide your nearest library or your school with free copies of it. If not it can be obtained for \$1.50 a month. It is a good thing

to have in the School, to show the pupils how to follow the debate and the fate of various bills. Have each pupil watch the progress on one bill in which he or she is interested and report to the class. Let the class debate these bills. Let pupils take home copies of the Record. The parents will be interested in exciting debates. The Record will familiarize them all with the names and principles of our national legislators.

10. See year book.

11, 12 and 13. Facts given in text sufficient to make comparison.

14. Answer given in text for all except Canada. The Canadian constitution is an act of the British Parliament and consequently when the Canadian Parliament passes an act providing for a change, that change must be ratified by the British Parliament. The teacher should have and use frequently Dodd's Modern Constitutions or some similar compilation.

15 to 25 require inquiry, observation, and reflection. About some of them the pupils know, but have never thought much.

CHAPTER XII.

Question 1, 3, 4, and 14. Sufficient material in text upon which to base answer.

2, 5-13, 15-24 require observation, inquiry, and reflection.

18, 19 and 20 require a knowledge of conditions in your own State. If you do not have access to the statutes and session laws of your State in a public library, ask an attorney in your neighborhood to let you see his set. Some of the State departments may publish some of these laws in pamphlet form. Schools may be able to procure these from the Reference library of the State, or if there is no such department, from the Secretary of State.

CHAPTER XIII.

Questions 1, 5 and 6. For reflection.

2 and 4. Answer given in texts.

3. Teacher and pupil will know this for their own States.

7. For observation.

8. For personal knowledge.

8, 10, and 11. Gives each child an opportunity to show the strong points of his own race. Should increase the respect of pupils for the nationality of their fellow pupils. Might have a contest to see which of the pupils can identify the greatest number of these without looking them up. Then have each pupil look up the life of one of these and show the value of his or her work.

CHAPTER XIV.

First Set.

Questions 1 and 2. Basis for answers in the text.

2 and 4. In giving the quotation concerning the school system at Gary, as in giving quotations concerning tax systems, state administration, municipal government, and other proposed or attempted reforms, the authors have not avoided subjects about which there is considerable difference of opinion. Civics is not so much a study of things as they are, as of progress in making them what they should be. The text, therefore, must necessarily put much emphasis upon the new and unfamiliar for the purpose of comparison between it and the old and familiar. Undoubtedly the commission form of government does possess some advantages over the council form and vice versa; undoubtedly the Gary system does possess some advantages over the traditional school system, and vice versa. In order, therefore, that young people may become familiar with those efforts toward increased efficiency which the

world is watching and discussing, the civics text must present many examples of movements the success of which is still doubtful.

3-17. For observation, inquiry and reflection.

Second Set.

1 and 2. Basis for answers in text.

3-7. For inquiry, observation, and reflection.

CHAPTER XV.

Get the platforms themselves and study them. The local headquarters of each party will probably be glad to supply you with them in quantities sufficient for each pupil to have one of each. The year books will probably publish them. Besides the National platforms, each party will form a platform of what it wants to do in your State. Ask for these also.

CURRENT EVENTS.

When events of public interest and significance occur, take the time to discuss them while everyone is interested and the papers are full of it. When a discovery in medicine is announced which seems to be of vital importance to the public health, take the time to discuss that and similar improvements in the past. When a general election is approaching study the political platforms. Do not wait for some particular day in the week or month; and do not wait until you reach the chapter in the book which takes up that subject. The study of civics must adapt itself to what is going on around it, if it is to prepare citizens to adapt themselves to the life around them.

Talk over with the children the magazines they take at home. Have these papers brought to school. Note that some papers deal with important events through editorials while others have a page devoted to this subject, i. e., The Youths' Companion.

Some magazines have current events pictorially treated; e. g., The Outlook. Guide pupils in the selection of magazines.

These questions may help in choosing wisely a current event.

1. Is the information trustworthy?
2. Is the English used correct?
3. Is the attitude of the magazine fair and unprejudiced?
4. Does it deal with the things that are worth while?
5. What is its stand for civic betterment?
6. Is the language readily understood?
7. How does this work help you in Civics?

A valuable aid in the teaching of Civics is the use of the Current Event Scrap Book. This book can be prepared by the pupils assisted by the teacher and should be a progressive book throughout the year.

Ask pupils to find every week some topic of local, state or national interest that will reinforce the chapter they are studying. If the chapter studied is "Health" they may look for articles on that subject, cut them out and paste them into their books.

Grouping of events may differ. Some may be grouped under state, national, or world interest; others under health, fire, city improvement, conservation, transportation, etc.

The book may contain a variety of topics. The following are a few selected from a 1913-1914 book: The Weather Bureau, Movement for Woman Suffrage, Bill to Develop Coal Fields of Alaska, Indianapolis Lacks Playfields, Track Elevation in Our City, Know Your City, Friends of Forestry Urged to Plant Trees on Arbor Day, The Immigrant Farmer. A page or two may be given to bird conservation.

Teachers should collect books several times during the term. Constructive criticism is best. Notes of encouragement or approval help. Conferences may be held with pupils who select material without discrimination.

The device of using the scrap book gives spontaneity and joy in the work. It seems to vitalize History and Civics. Pupils learn to discriminate between the essential and non-essential. They learn the needs of the community and a desire is aroused to be of service. They gain in intelligence and in the power to stand on their feet and talk topically on a subject in which they are vitally interested.

EXCURSIONS.

Excursions are of value in the teaching of Civics because they serve to illustrate the text and to give concrete examples of difficult points. They serve to give pupils an intelligent interest in the needs of the community and make them feel the atmosphere of the industrial world. They train pupils to observe and reflect and later to appreciate the great public interests about them.

Chapter III., P. 15; Questions 8-10-11, Chapter V; A Day in Boston, P. 41; Question 7-8, Chapter VIII; The City's Health, Pp. 49-51-52; Chapter IX, The City Beautiful; and Chapter XII, Justice may be clearer to the pupil through the excursion.

It is wise for a teacher first to visit the place selected and then make out for the benefit of the class the points that should be emphasized. Before taking a trip, then, pupils may be given certain points to consider and certain things to observe. In this way their observations and conclusions will reinforce the civic work and will not be purposeless.

In the immediate neighborhood of the school there may be points of interest—a Y. M. C. A., a museum, water works, fire department, health exhibit, places of historical interest, etc.

It may be profitable to bring up the question why certain districts are set apart for certain industries, why certain lines of business are not permitted within the city's limits, i. e., arsenals, powder magazines, etc., why certain lines of work are restricted, i. e., saloons, pawn shops, etc.

Transportation to industrial centers should be considered. These questions may come up:

In what part of a city are factories and mills usually located? Why? Why is this not a desirable residence district?

Pupils may be asked to consider the location of an industrial plant, the sources of supply, the transportation facilities, the articles sent out, any natural features that have been utilized, such as rivers, slopes, etc. They should be asked to consider the establishment from the standpoint of the employer, the capital invested in plant and machinery, the number of

employees on the payroll, the incorporation of the company, the contribution it is making to the city's need by paying taxes to keep up the public schools, parks, etc., how it is aiding the property of the community, how cottages for working families have been built up in the immediate neighborhood, and how banks, stores and shops are all benefited.

Under sanitary conditions the class may note: the character of the building, size, light, ventilation, heat, water supply, windows, dust, quality of the article made.

Such questions as these may be suggestive:

What protection to health is given the employee? Has he breathing space? Will his lungs be filled with dust and flying particles? What notices do you see for the protection of health? Why should the State interest itself in the age of the employee? Should there be any difference in the wage scale of the employees? What is the relation of each workmen to the finished product? To the community?

The class should discuss the advantages and disadvantages of a division of labor. Pupils should note the main product and the use of the waste product.

There should be a reaction after a trip of this kind. A story may be told or a paper written about it.

BIBLIOGRAPHY AND SOURCE MATERIAL.

The teacher of the country school or the village school sometimes feels handicapped in the teaching of civics because of lack of material for reference. While in some respects this dearth of material may be a handicap, in others it may be a blessing. It tends to throw teacher and pupils upon their own resources and to make them study the community instead of books about the community. It saves them from the danger of swallowing great masses of secondary material and ready made opinion as a substitute for honest study.

There is, however, a small amount of equipment which every school ought to be able to provide. It seems essential that every teacher and pupil should have at hand in the school room:—

1. A map of the world. Use it whenever any place is mentioned. Be sure the pupil knows locations. It helps him to get other relationships. It should be in sight all the time. A map of the state or the United States is no substitute. We are too self-conscious already and need to see ourselves in relation to the rest of the world.

2. An unabridged dictionary with a pronouncing biographical section and a Gazetteer in the back. Never let a word pass which the pupils do not understand. Do not let the name of a person pass until they have identified it; do not let the name of a place pass until the location of that place has been shown on the map, using the Gazetteer as a key to the map.

Have an encyclopedia, if possible, but it can be much better dispensed with than an unabridged dictionary.

3. A year book. At present one of the cheapest and best things in the field is the World Almanac, published by the Press Publishing Co., Pulitzer Building, New York, 25 cents. (By mail 35 cents.) This or some other annual should be on the desk of every teacher, and the pupils should form the habit of consulting it constantly. When the pupil asks a question about the government of any country, the development of science, the hundreds of organizations of the United States, the members of the Supreme Court, the last election, the state debt, or anything else which you do not know offhand, hand him the book and let him give the class the result. It is much better to teach the pupil where and how to find information such as he will be wanting all his life than to impress him with your own accumulation of cyclopedic knowledge.

In addition to these three things which every school should supply, the teacher of civics should read two or three current events magazines. There are so many well known ones that it seems scarcely necessary to mention them. A few of them are: The Literary Digest; Information: a monthly and quarterly digest of current events. (R. R. Bowker Co., Publishers, N. Y.); The Review of Reviews.

If possible the school should be supplied with the Congressional Record. Ask your Congressman or one of your Senators to send it to your school or the nearest library.

The McCarthy, Swan and McMullin Elementary Civics contains a list of material for the Study of Government (p. 218). Most of these aids may be obtained free from state and city departments and other sources indicated. A list of references for aid in the study of Civics is also given (p. 219). These references are divided by subject. Many of them are references to government bulletins or to magazine articles.

The Bulletins can be obtained free or at very small cost from the departments which issue them. Schools should send for lists of bulletins on subjects in which they are interested.

The Supt. of Documents, Washington, D. C., supplies a monthly catalogue of United States Public Documents; \$1.10 a year to individuals; free to as many school, college, and public libraries as the limited edition will allow.

The Library of Congress publishes a monthly list of State Publications, for sale by the Government Printing Office, Washington, D. C., 50c a year.

References to magazine articles are also given. The teachers and pupils who have access to a public library will be able to make good use of magazine material in their Civics work. The teacher will show the pupils how to use the periodical indexes. The librarian would probably be glad to give a few lessons on the use of these and the other tools of the library. Pupils may be shown how to classify pamphlets, clippings, etc., for their own libraries.

The extension divisions of many of our state universities contain departments of Debating and Public Discussion (under various titles) which furnish material for speeches and debates on public questions to all applicants within the state. Civics classes in these states will find these departments very useful. Among those states which have developed this work to a considerable extent are California, Minnesota, Oklahoma, Indiana, North Carolina, Oregon, Kansas, North Dakota, Texas, Washington and Wisconsin.

For the benefit of those who wish to know more about the governments of Europe and America, and about the Industrial Revolution, the following list of books is given. The teacher will find all of these very valuable:

Bryce, James A.—The American Commonwealth. Macmillan. (2 V. unabridged or 1 V. abridged).

Describes the American government as it appears to an English Statesman. Brings out the contrast between the American and the British Government.

Cheyney, Edward P.—Industrial and Social History of England. Macmillan, 1914. Good for teacher and pupil.

Dodd, Walter F.—Modern Constitutions, 2 V., University of Chicago Press, 1901.

A collection of the fundamental laws of twenty-two of the most important countries of the world, with historical and biographical notes (includes countries of North and South America, Europe, Asia and Australia).

Lowell, A. Lawrence.—Government of England, 2 V., Macmillan, 1908.

Lowell, A. Lawrence.—Governments and Parties in Continental Europe. Boston, 1896. 2 V.

Montague, Francis C.—Elements of English Constitutional History from the earliest times to the present day. N. Y., 1903. 256 pp.

A little book which is good for the use of pupils as well as teacher.

Moran, Thomas Francis.—Theory and Practice of the English Government. Longmans, 1908.

An excellent book for teachers. Answers most of the questions which are likely to come up in class calling for details of the English Government.

Robinson and Beard.—Outlines of European History, Part II, Ginn & Co., 1912. As a history of modern European and English affairs this is especially good. Contains the essentials; not padded with insignificant facts.

Stimson, Frederic J.—Federal and State Constitutions of the United States. Boston Book Co., 1908.

A discussion, not the text of the constitution. Compares the provisions on various subjects.

Toynbee, Arnold.—The Industrial Revolution in England, Longmans, 1890. Should be read by every student of modern industrial conditions.

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This book compiled by *Burton E. and Elizabeth Stevenson* will serve a double purpose. As a Supplementary Reader for the intermediate grades it will be found unique and invaluable. The selections are grouped around 26 "Days We Celebrate," ranging from Independence Day to April Fool's Day, from Washington's Birthday to Bird Day. In addition there are 49 biographical sketches and tributes to "Great Americans." It is one of the most complete collections of prose selections available as a Supplementary Reader for the intermediate grades.

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The Greater America

This book by *Ralph D. Paine* is intended to help American children to know their country better, its vast resources and energies, but particularly to realize the romance in the present day of our great western development. The book is a record of impressions of a western journey undertaken for the purpose of getting out among some of the millions of Americans who are doing their day's work as they find it, with a cheerful faith in themselves and an abounding confidence in the future of their country. No adventurous fiction could make more interesting reading. Suitable for school libraries and intermediate grade reading as well as for Teachers' and Pupils' Reading Circles.

Cloth, illustrated, 327 pages ...List Price, 80c.

Little Masterpieces

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- 3 Edgar Allen Poe, Cloth, 215 pages.....List Price, 50c
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